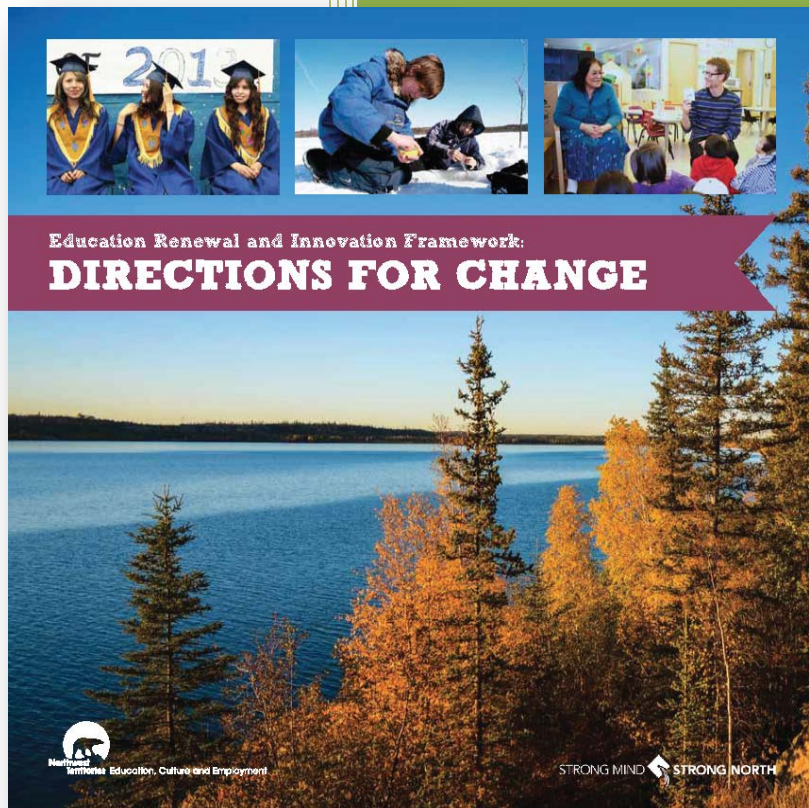


2014

Education Renewal and Innovation Engagement Update



Education Renewal and Innovation
GNWT - ECE
2/11/2014

Minister's Message

The development of the *Education Renewal and Innovation Framework: Directions for Change* has been an ambitious undertaking. Starting in 2012, the Department of Education, Culture and Employment (ECE) has been working hard to bring together research, data and best northern practice to guide the development of a new vision and direction for education in our territory.

I want to acknowledge how much we have relied on our education partners, specifically our school superintendents and education authority chairs, as well as the NWT Teachers Association (NWTTA), to work directly with their teachers and communities to gather feedback and help shape the product. I am grateful for their willingness to work with us and to ensure their own region's voices are included in this work. Without their commitment and dedication to help with this process, we would not have been able to reach everyone we did.

This Engagement Update gives an overview of how, and with whom, we have worked to date. We have tried to include as many people as possible in the discussions we have had over the past year. Included in this package you will find an overview of the engagements my Department has had with education partners, including the period of time since the original *Engagement Report* was distributed in August, as well as a selection of key documents and correspondence requesting input and interaction in this conversation. It has been challenging to balance the voices who cautioned us to slow down and involve yet more people and take more time, with those telling us to stop talking and move onto the more concrete pieces of this work. I believe, however, that we have found that balance.

We are now moving on to that next major phase of this work – the development of the multi-year Action Plan. We have formed several Working Groups, organized around the commitments and initiatives in the Framework, and we have invited our partners into the process of building that plan. I am encouraged by how they have responded, yet again, to the invitation to participate. We have a very strong collection of teachers, principals, NGO staff, NWTTA, Board level, inter-departmental and Aboriginal government individuals undertaking the Action Plan work right now. I have directed them to complete their work in time for the Spring session.

I truly believe that our education partners are key to the success of ERI, and I am committed to continuing to work with our partners in all stages of this exciting work in education renewal.

If people are interested in adding their voice to this conversation, I would encourage them to visit our website, designed to both educate people on this work and collect their ideas: <http://nwtedrenewal.wikispaces.com>.



Masi,

A handwritten signature in black ink, appearing to be 'J. Lafferty'.

Honourable Jackson Lafferty

Minister

Education, Culture and Employment

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Active Invitation to Education Councils, the NWTTA, Aboriginal Governments and Key Education Partners to Participate in the Development of the ERI Action Plan:

Involving a wide range of people and organizations in the development of the Education Renewal and Innovation (ERI) Framework was critical to building the comprehensive vision for the future of education found in that document. This inclusive approach is being maintained during the development of the multi-year Action Plan.

The initiatives organized under the 9 commitments described in the Framework will need to be developed in an appropriate and sustainable way in the Action Plan. As this phase has begun, 10 Working Groups have now been formed. **Education Councils**, the **NWTTA**, **Aboriginal governments**, and **key education partners** have been invited to participate in all of these Working Groups. A very strong selection of representatives has now been submitted, and the work is getting underway with the development of the initiatives each group is responsible for.

The Working Groups are:

- Renewed Approach to Assessment
- Wellness and Learning Information (EDI/HBSC/MDI student surveys)
- NWT Distance Education (E-Learning)
- Renewed Approach to Inclusive Learning (Self-Regulation, Resiliency, Post-Inclusive Schooling Review Recommendations)
- Educator Retention Strategy (Recruitment, Orientation, Professional Development)
- Safe Schools
- Residential School In-Servicing
- Elders in Schools
- Curriculum Renewal (Key Competencies)
- Post-Secondary Courses for Educators

Current Working Groups are intended to finish this stage of Action Plan development by April 1, 2014.

Summary of Public and Education Partner Engagement in Education Renewal and Innovation:

The Education Renewal and Innovation *Engagement Report* was finalized on August 1st, 2013. Since that time, engagements have continued to be held with many of our education partners. The following table is an update to the *Engagement Report*, adding relevant subsequent engagements and correspondence from July 1st, 2013 to February 5th, 2014. With all engagements, feedback was encouraged and asked for from our education partners, including the use of cue cards and chart paper during meetings and workshops, and both informal and formal feedback requested afterwards. At all engagements, participants were pointed to the ERI wiki/website (www.nwtedrenewal.wikispaces.com) where there is a discussion and question forum, and provided with contact information should they wish to provide feedback privately. Online surveys were held after several of the larger engagement events.

Please note that, in order to save space, we have only added correspondence to this table beginning on July 1st, 2013. This list also does not include meetings, workshops and correspondence internal to ECE and the Government of the Northwest Territories, including the Legislative Assembly.

** Please see Appendix A for a sample of the correspondence from ECE to education partners.*

Date	Engagement / Correspondence	Notes
11/8/12	Social Envelope Deputy Ministers	½ day workshop
12/14/12	DEC Chairs & Superintendents	1 day workshop
01/10/13	Gwich'in Tribal Council Leaders	
01/11/13	Northwest Territories Teachers Association – Executive	1 day workshop
01/14/13	Inuvialuit Regional Corporation Leaders	
01/30/13	Aurora College Board of Governors	
02/08/13	Tlicho Government & Cabinet	
02/09/13	YK1 Board	
02/20/13	School Planning and Resource Committee (SPAR)	
02/21/13	NWT Superintendents	½ day in-service
02/28/13	NWT Curriculum Implementation Committee (NWTIC)	½ day workshop
04/19/13	NWT Superintendents	½ day workshop
04/11/13	NWTTA Executive & Regional Presidents	1 day workshop
04/12/13	GNWT Interdepartmental Partners	½ day workshop
04/12/13	12/13 TEP Students & Aurora College Reps	½ day workshop
04/30/13 – 05/01/13	Education Renewal Roundtable	2 day conference
05/01/13	Education Renewal Roundtable Survey	
05/02/13	Regional Student Support Coordinators	½ day workshop
05/02/13	NWT Curriculum Implementation Committee (NWTIC)	1 day workshop
05/15/13	Aurora College Staff, Fort Smith	
05/15/13	Phoenix School Students & Instructor, Fort Smith	
05/15/13	Minister, Chairs & Superintendents	1 day workshop
05/16/13	Aurora College Youth Symposium	Students from all regions
05/16/13	NWT Superintendents	1 day workshop

05/17/13	Social Envelope DM's	HSS, Housing, MACA, Justice, Exec & HR
05/30/13	École Alain St-Cyr Students	
06/06/13	Hay River Track & Field Students	
06/10/13	Aurora College Staff, YK	
06/11/13	Regional Superintendents, ECD Consultants, CDOs & CSOs	
06/17/13	Dehcho DEC	
06/27/13	Aboriginal Leaders Roundtable	1 day symposium
07/26/13	Aboriginal Leaders Roundtable Follow-up	Correspondence – In Appendix
08/21/13	ECE Superintendents Meeting	
08/22/13	Tlicho Teachers and Staff	½ day in-service
08/26/13	YCS Teachers and Staff	In-service
08/26/13	Beaufort Delta Education Council Teachers and Staff	In-service
08/28/13	Meeting with Akaitcho Chiefs (ADM)	
09/05/13	Engagement Report sent to all Education Partners	Correspondence – In Appendix
09/17/13	Request for Feedback from all Education Partners	Correspondence – In Appendix
09/18/13	Invitation to Minister's meeting for Framework feedback	Correspondence – In Appendix
09/26/13	NWTTA Executive	
09/27/13	Chairs and Superintendents (including Aurora College) meeting	Conference Call
09/30/13	Chair and Superintendent follow-up	Correspondence – In Appendix
10/01/13	NWT Curriculum Implementation Committee	½ day meeting
10/16/13	Beaufort Delta DEC meeting	
10/17/13	NWTTA Regional Presidents and Executive Council	1 day workshop
10/21/13	NWT Principals' Conference presentation	1 day workshop
10/31/13	Media Conference, Technical Briefing & Framework Tabling	
11/12/13	Fort Simpson DEA	In-service
11/15/13	Letter to Education Partners with Executive Summary of Framework	
11/29/13	Educator Kit Mail out to all Educators in the NWT	
12/04/13	Yellowknife Town Hall - Commission Scolaire, YCS & YK1	Correspondence – In Appendix
12/06/13	Sahtu DEC meeting	
01/07/14	Healthy Choices Framework Steering Committee Presentation	
01/13/14	Stuart Shanker Self-Regulation workshops/presentation with all education partners and GNWT departments, including evening information session for parents	2 day workshop
01/15/14	Framework Mail Out to all Education Partners, including schools	Correspondence – In Appendix
01/24/13	Invitation to Superintendents to nominate regional participants in Action Plan Working Groups	
01/24/13	Invitation to NWTTA and Aboriginal Governments to nominate regional participants in Action Plan Working Groups	
02/05/13	NWTCIC Working Session for Action Plan content and Working Group development	

This table is current as of February 2014.

Appendix A: Sample of Correspondence from ECE to Education Partners

The following letters are a sample of the correspondence sent from either the Minister of Education, Deputy Minister of Education, Culture and Employment or the Director of Education, Renewal and Innovation, to ECE's education partners.

Some of the letters are addressed to individuals, such as the letter dated January 10, 2013, addressed to Ms. Nellie Cournoyea. This letter, as well as the letter dated May 03, 2013, is an example of the letter that was sent to all Aboriginal Leaders on that date.

The letters date back to January 2013, however this collection by no means encompasses all the correspondence between ECE and the education partners. Many requests for information or feedback happened face-to-face or over the phone, as the Director of ERI has been in consistent contact with many partners. We have provided a small selection of the correspondence for the purposes of this engagement update.



Northwest
Territories Executive Council

Ms. Nellie Cournoyea
CEO, Inuvialuit Regional Corporation
BAG SERVICE #21
INUVIK NT X0E 0T0

JAN 11 2013

Dear Ms. Cournoyea:

Project Charter

The department of Education, Culture and Employment is guided by a vision that strives to see northern children receive a quality education in order to live fulfilled lives as capable people who contribute to strong, healthy communities. Achieving that vision is a tall order and requires parents, students, governments, school staff, and communities to work together while continuously checking with one another to ensure we are collectively accomplishing our mission.

Aboriginal leaders like you have long stressed the need for an effective and relevant education system that focuses its attention on helping learners develop the understanding, skills and attitudes that will equip them for their lives as productive and healthy people. The *NWT Aboriginal Student Achievement Education Partnership Declaration*, signed in July 2011, is a testament to our commitment and resolve to working together with a view to providing improved early childhood programming; student support; family support programs and the promotion of the preservation and use of Aboriginal language and culture through more relevant curricula and to improve literacy.

I am writing to invite you to work with me and the department to continue our collaboration and undertake a comprehensive review of the NWT's education system. The attached draft project charter provides a snapshot of the reasons behind the initiative, the areas of focus, and the desired outcomes. I would welcome your thoughts on the proposed work and hope to have a face to face meeting to discuss the project.

In the near future, I would like to have an opportunity to walk you through the work the department is undertaking in the area of improving school programming, early childhood development initiatives and bullying prevention strategies. In the meantime, I would appreciate receiving your feedback on the draft charter by the end of January 2013, so we can incorporate your thoughts and advice. I can advise that all the chairs of the school boards, the College and the NWTTA have been asked to provide their input into the draft project charter as well.

.../2



I look forward to your continued collaboration and involvement in this very important and exciting work.

Sincerely,

ORIGINAL SIGNED

BY

HON. JACKSON LAFFERTY

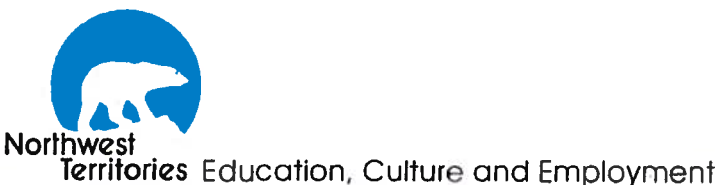
Jackson Lafferty

Minister

Education, Culture and Employment

Attachment

- c. Mr. Billy Archie, Chair, Aklavik Community Corporation
- Mr. Vince Teddy, Chair, Tuktoyaktuk Community Corporation
- Mr. Duane Smith, Chair, Inuvik Community Corporation
- Mr. John Lucas Jr. Chair Sachs Harbour Community Corporation
- Mr. Lawrence Ruben, Chair, Paulatuk Community Corporation
- Ms. Laverna Klengenberg, Chair, Ulukhaktok Community Corporation



SUPERINTENDENTS
DIVISIONAL EDUCATION COUNCILS
YELLOWKNIFE DISTRICT EDUCATION AUTHORITIES

MAR 20 2013

DIRECTOR
TŁJCHQ COMMUNITY SERVICES AGENCY

DIRECTEUR GENERAL
COMMISSION SCOLAIRE FRANCOPHONE DES TERRITOIRES DU NORD-OUEST

Participant Selection for Education Renewal Roundtable April 30-May 1, 2013

As you may be aware, there has been a lot of activity related to the Education Renewal and Innovation Initiative over the past weeks, including:

- a representative review of current research and literature;
- preparation of a discussion paper to introduce some possible directions for positive educational changes;
- collection of case studies of successful programming within the Northwest Territories (NWT);
- organization of relevant data by the NWT Statistics Bureau; and
- identification and commitment of representatives from several GNWT departments to work collaboratively with ECE on Education Renewal.

All of these components will be brought together at an **Education Renewal Roundtable planned for April 30 - May 1, 2013**, hosted by the Department of Education, Culture and Employment (ECE).

We are seeking to add a range and balance of perspectives to the work of this roundtable and will be inviting educators and stakeholders to explore the various sources of data, research and experience in education and related fields that impact the success of our students, teachers and schools.

As such, we would like to extend an invitation to five members of each board to join in these very important discussions. Ideally these will include:

1. Superintendent
2. NWTCIC Representative
3. Principal
4. Teacher, principal or school board member
5. Teacher, principal, or school board member

.../2



We are hoping for an accurate representation from the field and that regional representatives are able to bring forward experience and knowledge that will help us move forward in building a strategic and comprehensive territory-wide plan to improve the overall education system in the North.

We would also ask that you identify one person from your region for each topic area that will be discussed at the Roundtable.

- Student Success
- Small Community Schools
- Professional Capacity
- Assessment Practices
- Culture, Health & Well-being

ECE will cover the transportation, accommodation, per diem and substitute teacher costs for those who require them.

Please respond at your earliest convenience to Ms. Jessica Schmidt at Jessica.Schmidt@gov.nt.ca indicating your own intentions to attend, and of the delegates from your jurisdiction who will be attending.

If you have any questions, please don't hesitate to contact me, or Mr. John Stewart, Director, Renewal and Innovation. If needed, further discussions about the Roundtable can be had during the upcoming NWTSA / NWTCIC meeting on April 9, 2013.

I am looking forward to continuing this exciting and challenging work towards renewal together. Formal invitations and details of Education Renewal Roundtable will follow shortly.



Gabriela Eggenhofer
Deputy Minister

Attachment

c. Sample Letter to Aboriginal Government Leaders



Northwest
Territories Executive Council

Grand Chief Frank Andrew
Sahtu Dene Council
PO BOX 173
Déljng NT X0E 0G0

MAY 03 2013

Dear Grand Chief Andrew:

Minister's Education Meeting May 15-16, 2013

As part of our commitment to true partnership in addressing the challenges and possibilities for the education of our young people, I want to extend an invitation to you to participate in our annual meeting, along with Divisional Education Council Chairs and Superintendents. This meeting is proposed for May 15 and 16, 2013 in Yellowknife.

Much is happening in education right now. The historic Education Partnership Declaration signed under the Aboriginal Student Achievement (ASA) initiative is living through the work that is now underway. The Education Renewal and Innovation Initiative is building on the important work that the ASA process began. We are looking carefully at our own education system, finding examples and research from around the North, Canada and the world that might help us improve what we are doing, and bringing together education partners to develop those directions that show the most promise.

The recent Education Roundtable with teachers, administrators and Government of the Northwest Territories department representatives will identify some of these directions. Our meeting in a few weeks will continue this process. We look forward to your participation in these important discussions, as we clarify the directions and initiatives that build on the priorities that we have established and best learning that we can find.

Further details about the agenda will be sent to you prior to the meeting. Please confirm your attendance with Ms. Sue Tkachuk at Sue.Tkachuk@gov.nt.ca or by phone at 867-669-2344.

I look forward to continuing this work with you at our meeting May 15-16, 2013.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jackson Lafferty".

Jackson Lafferty
Minister of Education, Culture and Employment

- c. Mr. Gary Bohnet, Principal Secretary, Premier's Office
Mr. Andy Bevan, Acting Deputy Minister, Aboriginal Affairs and Intergovernmental Relations



d. Sample Letter to Education Board Chairpersons



JUN 05 2013

CHAIRPERSONS
DIVISIONAL EDUCATION COUNCILS
YELLOWKNIFE DISTRICT EDUCATION AUTHORITIES

CHAIRPERSON
BOARD OF EDUCATION
TŁJCHQ COMMUNITY SERVICES AGENCY

PRESIDENT
COMMISSION SCOLAIRE FRANCOPHONE

Minister's Education Meeting Follow-up

I would like to thank you for participating in our recent meeting and particularly for your thoughts on education renewal. The renewal of our education system is a complex undertaking and I appreciate you making time to work together to determine solutions to the challenges and opportunities facing us in education in the Northwest Territories.

Much work has been undertaken in the past several weeks as we have heard from many of our education partners, learned from national and international research, and uncovered from our own data some emerging themes we believe help point us in the direction the education system must head.

Yourselves, as Board Chairs, and your Superintendents are key partners in this process. As such, you saw the Project Charter when it was first released in December 2012 and since then the Department of Education, Culture and Employment (ECE) staff has been updating your Superintendents actively on the education renewal process. A full day face-to-face meeting on Tuesday, April 9, 2013 was held with Superintendents to share and discuss the Discussion Paper for the first time. The Education Renewal Roundtable, held at the end of April, was another opportunity for your superintendents and some Board members to explore the Discussion Paper in even more depth.

Through these specific opportunities, as well as the open invitation for Superintendents and Board members to submit ideas and questions throughout the engagement phase, we feel confident that numerous opportunities for involvement and feedback have been available from the onset. I am particularly grateful for your reminder to engage parents in this process, which is something ECE is now actively pursuing.

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To ensure that the conversation continues, a public discussion forum, along with information such as the Project Charter, the Discussion Paper, backgrounders, supporting documents, research papers, and Roundtable presentations have been made available on the education renewal wiki, an interaction website, which can be found at www.nwtedrenewal.wikispaces.com.

Your contributions to this renewal process are necessary and appreciated. You will have further opportunities to hear about what we are learning, and to contribute to the direction that the renewal work is taking in the coming weeks.



Jackson Lafferty
Minister
Education, Culture and Employment

- c. Gabriela Eggenhofer
Deputy Minister
Education, Culture and Employment



ECE REGIONAL SUPERINTENDENTS

Re: Education Renewal Discussion Meeting – June 11, 2013

As you may be aware, there has been a lot of activity related to the Education Renewal and Innovation (ERI) Initiative over the past few weeks. We feel it is important to add a range and balance of perspectives to our work through engagement opportunities that explore the various sources of data, research and experience in education and related fields that impact the success of our students, teachers, and schools. We would like to bring you, the Regional Superintendents, your Early Childhood Consultants, as well as a Client Services Officer (CSO) and a Career Development Officer (CDO) from your region with you to the ERI conversation by inviting you all to attend a one day meeting in June.

The ERI meeting will take place on Tuesday, June 11th, extending the Early Childhood workshop to Friday, June 14th. Having this session at the front end of the Early Childhood meetings is important to how the rest of their time might be focused. As you know, the ERI Initiative is fairly comprehensive, and we are convinced that the role of Early Childhood programming, and its articulation to the K-12 system as well as with post-secondary and job market initiatives is hugely important to both the direction and ultimate success of anything we undertake. We need to be coherent and consistent between what we understand about learning and how we program for all of those levels and ages. That is part of why we need to include the people responsible for Early Childhood programming as well as CSOs and CDOs across the NWT in the Education Renewal process.

We are hoping for an accurate representation from the field and hope that regional representatives are able to bring forward experience and knowledge that will help us move forward in building a strategic and comprehensive territory-wide plan to improve the overall education system in the North.

We realize that adding this meeting and extending the Early Childhood workshop may change travel plans. We apologize for this inconvenience, and appreciate your cooperation and understanding in this process.

Please respond at your earliest convenience to Jessica Schmidt (Jessica_Schmidt@gov.nt.ca) indicating your own intentions to attend, and of the delegates from your jurisdiction who will be attending the June 11th meeting. If you have any questions, please don't hesitate to contact myself or Jessica.

I am looking forward to continuing this exciting and challenging work towards renewal together.

A handwritten signature in black ink, appearing to read "John Stewart".

for
John Stewart
Director
Education Renewal and Innovation
Department of Education, Culture, and Employment
867-873-7674 (w) / 867-446-7674 (c)



Northwest
Territories Executive Council

JUL 26 2013

DISTRIBUTION LIST

Follow-up from the June 27, 2013 Aboriginal Leader's Education Renewal and Innovation Roundtable Meeting

Thank you for your participation at the Aboriginal Leader's Education Renewal and Innovation Roundtable Meeting that was held June 27, 2013 at the Chief Drygeese Conference Centre in Dettah. I was glad to see Chiefs and delegates from almost every region across the Northwest Territories confirming their commitment to, and support for, improving the education system for people across the North. For both those who were at the meetings and any leaders who were not able to attend in person, I am providing the following summary of the substantive and valuable discussions that took place.

Throughout the meeting there were many topics discussed, within both region-specific and territory-wide contexts. Certain themes were apparent throughout the discussion:

1. The need for Northern high school graduates to be equipped with the required skills, courses, and knowledge to access the post-secondary program of their choice. Within this idea is the need to train/develop northern workers and professionals.
2. The need for local/regional leaders to be authentically involved in the education system of their children, through shared decision-making with regional boards and schools. This could include, for example:
 - a. The direction(s) of the school, structures, and programs;
 - b. Having a role in staff hiring and the evaluation of teachers.
3. The need for more Northern content in curriculum as well as Aboriginal language and culture and ways of knowing throughout all aspects of school programming and activities.
4. The need for particular measures of support for small community schools, including:
 - a. Teacher housing;
 - b. Equity in the funding formula;
 - c. Meeting the challenges around multi-grade classroom teaching;
 - d. Authentic involvement of the entire community in the education of their youth (shared authority).
5. The need to meet all the basic needs of students in order for them to be able to learn well. This includes, but is not limited to, addressing physical and mental health issues.

Many leaders also reiterated that Early Childhood Development (ECD) continues to be a priority in their region.

.../2



The depth and consistency of these areas of concern shows the level of dedication of Aboriginal governments in working together with the Department of Education, Culture and Employment and other educational partners to renew the Northern education system to facilitate the growth of life-long learners.

The ideas presented over the course of that day were both helpful and practical. They will be carefully considered as the Education Renewal and Innovation team weighs what the research, data and experiences of Northern people is suggesting as directions for positive change in education.

As I indicated at the meetings, I actively look forward to receiving either specific or general proposals from you on how our governments can work together and share decision-making authority in areas of education that you are interested in.

This is an exciting time for education. I look forward to our children and grandchildren benefiting from the work we are all doing right now. I will continue to involve you as the next steps in this work begin to roll out in our Framework document this fall. I look forward to meeting again in the near future.

Mahsi,

**ORIGINAL SIGNED
BY**

HON. JACKSON LAFFERTY

**Jackson Lafferty
Minister
Education, Culture and Employment**

Distribution List

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Dehcho First Nations**

**Grand Chief Edward Erasmus
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**Grand Chief Frank Andrew
Sahtu Dene Council**

**Chief Louis Balsillie
Deninu K'ue First Nation**

**Chief Dora Enzoe
Łutsel K'e Dene First Nation**

**Chief Edward Sangris
Yellowknives Dene First Nation (Dettah)**

**Acting Chief Roy Erasmus Sr.
Yellowknives Dene First Nation (N'dilo)**

**Chief Fredrick Wanderingspirit
Smith's Landing First Nation**

**Chief Frieda Martselos
Salt River First Nation**

**Mr. Robert Alexie Jr., President
Gwich'in Tribal Council**

**Ms. Nellie Cournoyea, Chair and CEO
Inuvialuit Regional Corporation**

**Mr. Garry Bailey, President
Northwest Territory Métis Nation**

**Mr. Gary Bohnet
Principal Secretary
Premier's Office**

**Mr. Martin Goldney
Deputy Minister
Department of Aboriginal Affairs and Intergovernmental Relations**

**Ms. Gabriela Eggenhofer
Deputy Minister
Department of Education, Culture and Employment**



DISTRIBUTION LIST

SEP 05 2013

Dear Partners:

Education Renewal and Innovation: Engagement Report

As you are aware, the aim of the Department of Education, Culture and Employment's (ECE) Education Renewal and Innovation (ERI) process is to develop a strategic and comprehensive territory-wide plan to improve the education system in the Northwest Territories (NWT).

Please find an *Engagement Report* attached for your information. This report has been created to capture and summarize the engagements held with various partners such as yourselves. The report includes a chronological list of formal engagements and a consolidation of emerging themes which illustrates common topics supported by our research, data, and engagements. It does not list proposed or specific initiatives, these will be determined in the next steps of the ERI process.

We would also like to remind you of the ERI interactive Wiki @ www.nwtedrenewal.wikispaces.com, where you can access other important documents, share information with others, contribute to discussion forums, and stay consistently updated with new information related to this exciting initiative.

I look forward to continuing this work with you. Together we will improve education for all in the NWT.

Sincerely,

A handwritten signature in blue ink, consisting of a large, stylized 'J' and 'L' intertwined.

Jackson Lafferty
Minister
Education, Culture and Employment

Attachment



DISTRIBUTION LIST

Aboriginal Government Leaders

DEC / DEA Chairpersons

Superintendents

NWTTA

NWT Literacy Council

Skills Canada

Aurora College President

Aurora College Board Chair



SEP 17 2013

DISTRIBUTION LIST

Education Renewal and Innovation: *Draft Proposed Directions for Change*

This is an exciting time in NWT education. As you are aware, the Department of Education, Culture and Employment (ECE) has been engaged in the process of Education Renewal and Innovation (ERI) for the past 10 months. The objective has been to review the entire NWT K-12 education system in order to improve student outcomes.

The initial phase of this process has involved a representative review of research at the territorial, national, and international levels. Numerous education partner groups from across the NWT were then invited to reflect on research findings, share experiences, and provide insight to inform the ERI initiative. The consolidation of all research and partner engagements will shape the intended *ERI Framework: Directions for Change*, planned as a 10 year guiding framework supported by an action plan that will be frequently reviewed and updated. The framework and action plan will also be supported by an evaluations framework, to be considered by the Legislative Assembly this winter.

The attached document, *Draft Proposed Directions for Change*, gets us one step closer to the final Framework. It contains the essential information and describes the proposed areas requiring change. Each page of the document begins with one of the nine commitments along with a description of their specific contexts. A range of possible actions is then elaborated, along with some potential initiatives.

The foundational statements that will underpin both the Framework and the ensuing detailed Action Plan can be found on the last page of the attached document. They echo both the voices of the many residents of the NWT who have shared in the ERI process to date, as well as the most current educational research findings and promising practices of the 21st century.

Cabinet has approved the confidential sharing of this draft material, which is not for further distribution. I ask you to carefully respect this direction. All major education partners will be involved in how these changes are implemented and a public communication plan is being initiated immediately.

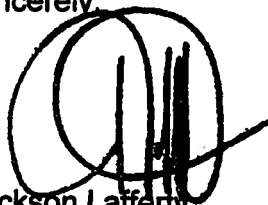
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As major partners in this work, I invite you to read the material carefully and provide feedback in writing by **September 27, 2013**. Once comments are incorporated, the completed *ERI Framework: Directions for Change* will be submitted to Cabinet and if approved, will be circulated for your information.

Thank you for your continued involvement in this important work. Together, we will develop a system of education that truly serves the needs of our learners and families, and helps build a strong, healthy, and sustainable future for the Northwest Territories.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Lafferty', with a large circular flourish on the left side.

Jackson Lafferty
Minister
Education, Culture and Employment

Attachment

Distribution List

Aboriginal Leaders

**Honourable Robert R. McLeod
Premier**

Executive Director, NWT Literacy Council

Executive Director, Skills Canada

NWT Teachers Association (NWTTA)

NWT Curriculum Implementation Committee (NWTCIC)

NWT Superintendents

President, Aurora College

**Mr. Gary Bohnet
Principal Secretary**

**Mr. Martin Goldney
Deputy Minister, Department of Aboriginal Affairs and Intergovernmental
Relations**

**Ms. Gabriela Eggenhofer
Deputy Minister, Department of Education, Culture and Employment**

**Mr. Dana Heide
Associate Deputy Minister, Department of Education, Culture and Employment**

i. Sample Letter to Education Board Chairpersons



Northwest
Territories Executive Council

Chairpersons
Divisional Education Councils
Yellowknife District Education Authorities

SEP 18 2013

Présidente
Commission scolaire francophone des Territoires du Nord-Ouest

President
Aurora College Board of Governors

Draft Proposed Directions For Change

I hope you are well as we move into this fall season. It promises to continue to be a very busy - and exciting - time for education in our territory. You have recently received the Education Renewal *Engagement Report*. I hope that has been a useful update for you on how things have moved along in relation to the Education Renewal initiative. We are now at another important benchmark in this work, as we determine the future directions for change and foundational belief statements that will underpin NWT education for many years to come.

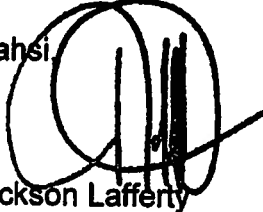
The *Draft Proposed Directions for Change* document has now been shared with Cabinet and the Standing Committee on Social Programs (SCOSP). This document expresses the directions for change suggested through the engagement process, as well as from research, data and northern promising practices. Cabinet has now approved the confidential sharing of the document with key education partners. You are one of these partner groups. The document is attached for your review and comment before September 27, 2013. As noted above, this is being shared on a confidential basis only, and is not for distribution.

I would like to also have a chance to hear your thoughts and questions on the potential initiatives described in the document and the overall directions for change that are being proposed before they are finalized in the Framework document later in October. **I hope you can join me in a teleconference on September 26, 2013 at 1:00 pm**, where we can have this conversation. Your Superintendents are welcome on this call as well. Details of the call will be forwarded to you very shortly.

.../2



I look forward to continuing to work with you to improve education for all northern people.

Mahsi 

Jackson Lafferty
Minister
Education, Culture and Employment

Attachment



SEP 30 2013

CHAIRPERSONS
DIVISIONAL EDUCATION COUNCILS
YELLOWKNIFE DISTRICT EDUCATION AUTHORITIES

CHAIRPERSON
BOARD OF EDUCATION
TŁJCHQ COMMUNITY SERVICES AGENCY

PRÉSIDENTE
COMMISSION SCOLAIRE FRANCOPHONE DES TERRITOIRES DUE NORD-OUEST

PRESIDENT
AURORA COLLEGE BOARD OF GOVERNORS

Education Renewal and Innovation teleconference and next steps

Thank you for your participation, support, and for the insightful ideas that you shared on our teleconference last Friday, September 27, 2013. I appreciate your careful examination of the draft *Proposed Initiatives and Foundational Beliefs* document, and your comments on that work.

The Education Renewal and Innovation team is working now to go over the document with your comments and questions in mind. We anticipate feedback from several other education partners and from Members of the Legislative Assembly. We will forward to you a version of the document that demonstrates how we have incorporated those comments and ideas into the final draft. I note that many of your comments are about the *how and when* of implementing specific initiatives and the need to allow for regional variations. Please allow me to assure you that this level of detail will certainly be guiding the development of the action plan, which will follow the approval of the ten year framework document. Once we have the action plan developed, which will be early next year, we will be in a much better position to cost out its implementation and determine who is responsible for what. You will of course be included in the process of developing the action plan.

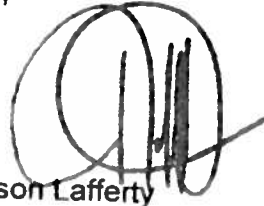
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This is a busy and exciting time for education in our territory. The vision that directs this Education Renewal process looks forward to time, not so distant now, where: *'northern learners receive a quality education, to live fulfilled lives as capable people and contribute to strong, healthy communities.'*

I am fortunate to have leaders such as yourselves who are helping bring that vision to reality for all our young people.

Masi,

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Jackson Lafferty

Minister

Education, Culture and Employment

- c. Ms. Gabriela Eggenhofer
Deputy Minister



Northwest
Territories Executive Council

OCT 21 2013

CHAIRPERSONS
DIVISIONAL EDUCATION COUNCILS
YELLOWKNIFE DISTRICT EDUCATION AUTHORITIES

PRÉSIDENTE
COMMISSION SCOLAIRE FRANCOPHONE DES TERRITOIRES DU NORD-
OUEST

PRESIDENT
AURORA COLLEGE BOARD OF GOVERNORS

Feedback on Education Renewal and Innovation draft *Proposed Directions for Change* content

I wanted to thank you all for the time and effort you put into reviewing the draft content of the *Proposed Directions for Change* document. Your suggestions were thoughtful and helpful.

The Education Renewal and Innovation (ERI) team has considered all the input received, leading to a revised and much improved draft, which is attached for your information. Changes are highlighted.

The next step is to begin the work on a detailed action plan, including an implementation plan for each action and an overall evaluation framework. You will be kept up to date and involved in those next steps as they proceed.

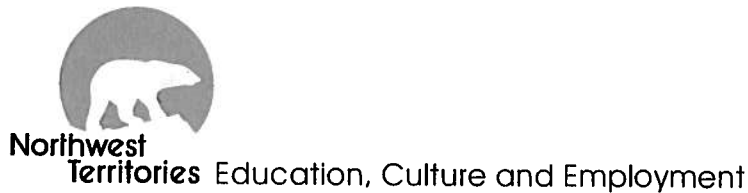
Thank you for your contributions to this important work. I look forward to both our future discussions on education renewal, and, more importantly, the actual products of this work as they move towards changing education for all northern learners.

A handwritten signature in blue ink, consisting of a large, stylized 'J' and 'L' intertwined.

Jackson Lafferty
Minister
Education, Culture and Employment

Attachment.





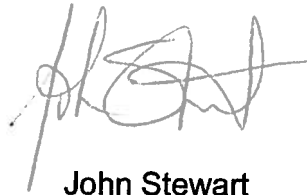
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EDUCATORS/STAKEHOLDERS

Education Renewal and Innovation (ERI) Framework: *Directions for Change*

Please find enclosed a copy of the final *Education Renewal and Innovation Framework: Directions for Change*. This final version is identical in substance to the electronic version of the document that many of you received in earlier correspondence (November 29, 2013). There have been formatting changes made in the publishing process which we hope you will find interesting and engaging.

Your contributions to the education renewal process are vital. The involvement of educators, parents, student, and a wide range of organizations and stakeholder groups has helped shape the directions for change that are reflected in this Framework document. We look forward to your continued participation in this work in the coming weeks and months. We invite you to explore the Framework and to participate in the next steps of developing the action plan which will contain concrete initiatives and actions. There are a range of ways to participate, indicated on the ERI website www.nwtedrenewal.wikispaces.com.



John Stewart
Director
Education Renewal and Innovation

Enclosure



2013

Appendix B:

Education Renewal and Innovation Engagement Report



Education Renewal and Innovation

GNWT

1/8/2013

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For more information or to comment on the NWT's Education Renewal and Innovation Process, please visit our interactive wiki @

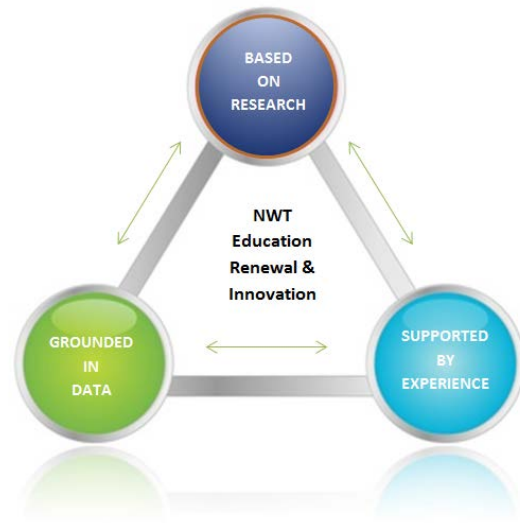
www.nwtedrenewal.wikispaces.com

Introduction

The aim of the Department of Education, Culture and Employment's (ECE) Education Renewal and Innovation (ERI) process is to develop a strategic and comprehensive territory-wide plan to improve the education system in the Northwest Territories. The initial phase of the ERI process included representative national and international research, a collection of case studies, and an analysis of NWT data.

The ERI process is intended to be as inclusive of the field as possible, offering numerous opportunities for different individuals and groups to be part of the discussion, and give their ideas and feedback. As such, the process has included multiple engagements with a wide range of education partners to explore the initial research phase.

The intent of this Engagement Report is to outline and summarize the engagements of the second phase of our process, and to record the involvement of education partners. (For the purpose of this document, 'engagements' are defined as *meetings with invested partners where new information was shared, and where input and feedback were gathered.*)



Please see **Appendix A** to view a chronological list of all engagements.

Throughout the engagement process there were many themes and areas for action consistently raised. **Appendix B** contains a consolidation of emerging themes, which illustrates common topics stemming from our research, data, and engagements.

Aboriginal Governments

Aboriginal governments are integral partners in the ERI process. To ensure their awareness of, and involvement in, the ERI process, all Aboriginal government leaders were sent a copy of the ERI Project Charter in January 2013.

In January and February 2013, the leaders of the Gwich'in Tribal Council (GTC), the Inuvialuit Regional Corporation (IRC) and the Tłı̨chǫ Government requested additional presentations on the ERI process.

To ensure the inclusion and awareness of all Aboriginal governments, an Aboriginal Leaders' Education Renewal Roundtable was held on June 27th, 2013. This meeting highlighted the agreement around the table for the need for educational change in a wide range of areas.

The Minister of ECE described the Department’s interest in pursuing new power-sharing arrangements and new roles and responsibilities for Aboriginal governments in areas of education. The desire for greater involvement was voiced by the leaders present. Questions concerning pathways to success, wider student programming opportunities in high school, on-the-land learning, teacher housing, as well as ‘social passing’ were also raised.



Aboriginal Leader Meeting
June 27th, 2013

The Aboriginal Leaders’ Education Renewal Roundtable was attended by:

Government:	Representatives:
Tłı̨chǫ Government	Grand Chief Edward Erasmus and 1 delegate
Sahtu Dene Council	Grand Chief Frank Andrew
	Chief Richard Kochon
	Chief Wilfred McNeely Jr.
	Chief Leonard Kenny and 2 councilors
Gwich’in Tribal Council	2 delegates for President Robert Alexie Jr.
Inuvialuit Regional Corporation	Delegate for Chair Nellie Cournoyea
Northwest Territory Métis Nation	Delegate for President Garry Bailey
Akaįtcho Territory Government	Chief Dora Enzoe and 3 delegates
	Delegate for Chief Fredrick Wandering Spirit
	Delegate for Chief Edward Sangris & Chief Ernest Betsina
Salt River First Nation	Delegate for Chief Frieda Martselos

* Unable to attend or send delegates to the meeting were the Dehcho First Nations due to the Dehcho National Assembly, and Chief Louis Balsillie from the Akaįtcho Region.

Education Boards and Partners

The Education Boards and Partners (EBP) section of this document encompasses many groups, including, but not limited to: District Education Councils (DEC), District Education Authorities (DEA), DEC Chairpersons, NWT Superintendents Association (NWTSA), the Northwest Territories Teacher's Association (NWTTA), Aurora College Board of Governors, as well as internal ECE committees and coordinators.

The first EBP engagement was held in December 2012 with the District Education Council (DEC) Chairpersons and Superintendents, where the Minister of ECE began the seven month EBP engagement period. This was followed in January 2013 by a meeting with the Northwest Territories Teachers' Association (NWTTA) and by a meeting with the Aurora College Board of Governors and the Director of ERI. In February 2013, engagements were held with the Yellowknife District Education #1 Board of Trustees, NWT Superintendents, the NWT Curriculum Implementation Committee (NWTIC), and the School Programming and Resource Committee (SPAR).

In early 2013, an ERI Discussion Paper was written in order to engage professionals, and a range of education partners in a structured discussion around key questions emerging from international, national and northern research as well as information and data specific to the territory.

During the month of April 2013, the ERI Discussion Paper was presented to and discussed with the NWT Superintendents, the NWTTA Executive and Regional Presidents, and the 2012/13 Aurora College Teacher Education Program (TEP) students and College representatives.



Aurora College Staff, Fort Smith
May 14, 2013

In May 2013, NWTIC met again for a follow up meeting and discussion, and engagements were held with the Fort Smith Aurora College staff, and the Regional Student Support Coordinators. At the end of the month, the Minister met again with DEC Chairpersons and Superintendents to present the themes emerging from all engagements to date, and again with the NWT Superintendents.

In June 2013, engagements were held with the Aurora College staff from the Yellowknife campus, as well as with ECE Regional Superintendents, Early Childhood Consultants, Career Development Officers and Client Service Officers from across the territory and the Dehcho DEC in Fort Simpson.

Among others, the following ideas were often raised in our engagements:

- strengthening school-community relationships and partnerships
- the need to redefine 'student success' for all K-12 learners
- creation of a wider range of pathway options for high school completion
- changes to the current required credentials needed for high school graduation
- the need to explore the benefits of high school and post-secondary dual credits
- improvements to current K-12 student assessment practices
- student desire for more respectful, trusting relationships with adults (teachers) in school
- increased personalization of the learning process for K-12 students
- focus on increasing quality early childhood development supports
- the desire for more language, culture, and place-based programming
- consideration for improved systems to address educator recruitment, orientation, retention, mentorship, wellness and workloads

Education Renewal and Innovation Roundtable

The ERI Roundtable took place in Yellowknife on April 30th and May 1st, 2013 and included participants from across the NWT, and keynote speakers and delegates from outside the NWT.

Participants from within the NWT included representation from all regions:

- 11 from the Beaufort Delta
- 17 from the South Slave
- 7 from the Sahtu
- 6 from the Dehcho
- 8 from the Tłıchǫ
- 41 from Yellowknife

The voices of many organisations were heard through the many participants offering diverse perspectives on lived experience in the NWT, educational expertise and professional views. These participants identified as members of one or more of the following organizations:

- Superintendents, NWTCIC, Principals, Teachers or Board Members
- The Early Childhood Development (ECD) Steering Committee
- Elders Council for the ECD Steering Committee
- The NWTTA
- Aurora College
- Skills Canada
- The NWT Literacy Council
- GNWT Departments including MACA, Housing, H&SS, HR, or the Executive
- Other divisions of ECE including Aboriginal Languages Secretariat, Advanced Education, Culture and Heritage, & NWT Library Services

Participants from outside the NWT:

- Dr. Sharon Friesen – Keynote speaker from Alberta
- Mary Simon – Keynote Speaker from Nunavut
- Peter Geikie & Trudy Pettigrew – Delegates from Nunavut

Four discussion sessions were scheduled throughout the two-day event, interspersed with presentations intended to provide information and context for discussions. The Roundtable was designed to allow participants to engage deeply in dialogue in one of five focus areas:

- Student Success
- Small Community Schools
- Assessment Practices
- Professional Capacity
- Culture, Identity, & Well-Being

The Honourable Jackson Lafferty, Minister of Education, Culture and Employment offered opening and closing remarks at this important event. Other ERI Roundtable speakers included:

- Dr. Sharon Friesen - *Vice Dean and the Associate Dean of Graduate Programs in the Faculty of Education at the University of Calgary and President of the Galileo Educational Network*
- Mary Simon - *Chair for the National Strategy on Inuit Education*
- John Stewart - *Director of Education Renewal and Innovation*
- Gayla Meredith - *President of the Northwest Territories Teachers Association*
- Sabrina Broadhead - *Team Lead, Community Wellness Planning Engagement Project*
- Jill Herbert - *Senior Analyst, NWT Bureau of Statistics*
- Janet Grinsted and Paul Devitt - *Director of Education Operations and Development and Director of Strategic & Business Services*

The Roundtable produced a focused set of recommended areas for action and directions for change. A high level of consensus around some of these areas was achieved, while in other areas, new thinking continued to emerge. The discussions at this Roundtable had a significant impact on, and are reflected in, the 'Emerging Themes' (see Appendix B).

Government Departments

Many, if not all, government departments are stakeholders in the education system. Whether in curriculum development, teacher recruitment and housing, student health and well-being, or cultural programming, multiple departments have a hand in and influence on the NWT education system. As such, ECE has sought much intentional intergovernmental participation and involvement in the ERI process.

Beginning in November 2012, GNWT Social Envelope Deputy Ministers were invited to join the ERI process, which elicited a very positive response. In March 2013, this invitation was extended to Social Envelope Committee of Cabinet Ministers who also responded with enthusiasm. In April 2013, through their Deputy Ministers, all GNWT departmental partners were invited to consider where and how departments could work together in this initiative. These partners were asked to attend, or send delegates, the ERI Roundtable to ensure GNWT department representation.

In May 2013, the Social Envelope Deputy Ministers met again to discuss the progress of the ERI initiative. In attendance were Deputy Ministers and/or representatives from the Departments of Health and Social Services (HSS), the NWT Housing Corporation, Municipal and Community Affairs (MACA), Justice, the Executive, and Human Resources (HR). This meeting explored the connections between emerging themes from this work and the range of initiatives and directions being pursued by these other GNWT departments. Strong links to, and impact of, the ERI areas of focus were highlighted, in particular relating to NWT Housing priorities, as well as MACA, HR, and HSS.

Students

The Department quickly recognized that although there had been many engagements with field experts and important education partners, some of the most influential recommendations might come from those currently engaged in the education system itself: NWT students. This prompted the facilitation of several engagements with students of different ages and from multiple regions.



Aurora College Youth Symposium Students
May 15, 2013

In May 2013, an engagement was held with students from the Phoenix School in Fort Smith and their instructor, along with a community counselor. The Phoenix School is an alternative pathway school, with students ranging from age 15 to 50. Graduation rates at the Phoenix School have increased significantly and the program is recognized as a highly successful alternative for those who are struggling, or have struggled in the past, with attendance, achievement and/or completion in standard high school programming, for a variety of reasons.

That same week in Fort Smith, sessions were held with students during the Aurora College Youth Symposium. Approximately 75 senior high students from across the NWT participated in the ERI sessions. The following 14 NWT communities sent students to the symposium:

- Behchokò
- Gamètì
- Whatì
- Tulita
- Norman Wells
- Fort Good Hope
- Délı̨nę
- Fort McPherson
- Aklavik
- Tuktoyaktuk
- Ulukhaktok
- Paulatuk
- Fort Resolution
- Yellowknife

Also in May 2013, two student sessions were held with students at École Allain St-Cyr in Yellowknife in order to include the voice and experience of francophone students - one with students in grade 10/11 and the other with younger students in grades 6-9.

Finally, in June 2013, student opinions on education were collected during the NWT Track and Field Championship in Hay River, targeting students aged 10 years and up. Over 100 surveys were completed by students from the following 8 communities:

- Hay River
- K'atlodeeche (*Hay River Reserve*)
- Fort Smith
- Yellowknife
- Fort Providence
- Fort Resolution
- Fort Simpson
- Jean Marie River



Hay River Track and Field Booth
June 6, 2013

The most notable theme raised from all student engagements was the students' desire and need for positive relationships with their teachers. Students spoke very openly about their experiences with teachers and the importance of having access to positive teachers who they feel comfortable talking to, who they trust, who respect them, who are willing to make them a priority, and who care about them and their success.

At the youth symposium in Fort Smith, the second most prominent theme raised was the need for more culture and language related opportunities in school. Students stressed their desire for more language classes (specifically at the senior high level), more language immersion opportunities, and more culturally relevant activities including on-the-land camps, arts and crafts and traditional knowledge.

From the surveys completed at the Track and Field Meet, the second most significant theme raised was the desire to eliminate bullying in schools and ensure a more positive, safe environment. The majority of students also stated that a free, healthy breakfast, snack and lunch program at school is beneficial to their learning.

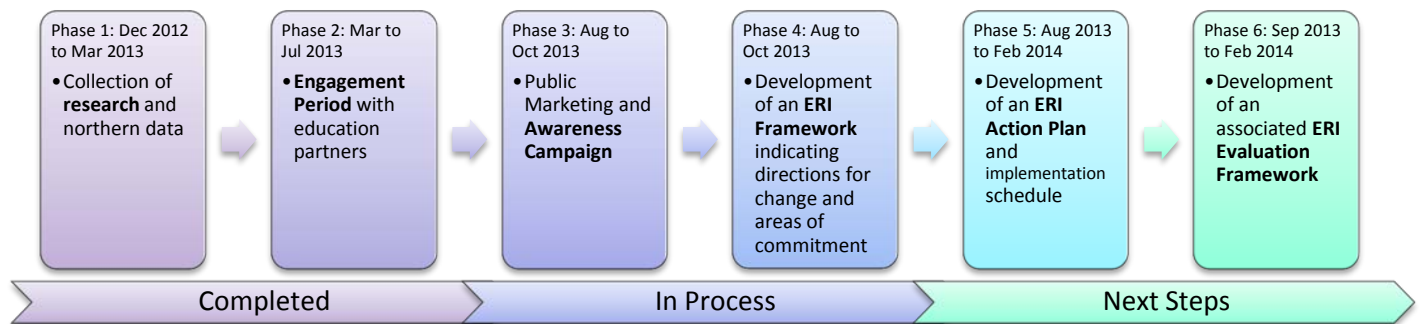
Some additional themes brought forward during the student engagements were the value of being able to learn at your own speed, the importance of flexibility in the system (ie. timetables), the need for comfortable, quiet areas to work, and the need for more, varied daily physical activity opportunities.

Conclusion

By incorporating education partner engagement feedback with research and analysis of NWT data, the outcomes of these first two phases of the ERI process involve a variety of possible initiatives and direction for change. Research and data brought promising practices, emerging trends, and areas in need of action to our attention. Extensive engagements complemented many of those areas with field experience and education partner input, and also added some considerations not yet flagged in our research and/or data (see Appendix B).

The initial research and engagement stages of the ERI process have been completed, and the writing phase for the ERI Framework has begun. Work is being done on the next three phases, addressing the directions for change, the plan for action, and the evaluation process. Collaboration with our partners in education will continue throughout the process of Education Renewal.

Next Steps



APPENDIX A: Chronological Engagement List

The following table chronologically lists all education partner engagements held across the territory. As there have been many ERI meetings held to-date, 'engagements' are defined as those meetings with invested parties where new information was shared, and where input and feedback were gathered.









The NWT is small in population and extremely large in geography, with 33 communities spread across 5 regions. Within these regions we find the various languages and cultures that make up the people of the NWT. Throughout the engagement process it has been a clear goal to engage with as many regions as possible. The table below also describes which regions were involved in each of the engagements.

	Date:	Engagement with:	School Board Regions
1	11/8/12	Social Envelope Deputy Ministers	Yellowknife
2	12/14/12	DEC Chairs & Superintendents	All Regions Represented
3	01/10/13	Gwich'in Tribal Council Leaders	Beaufort Delta
4	01/11/13	Northwest Territories Teachers Association – Executive	Yellowknife
5	01/14/13	Inuvialuit Regional Corporation Leaders	Beaufort Delta
6	01/30/13	Aurora College Board of Governors	Yellowknife & Fort Smith?
7	02/08/13	Tłıchǫ Government & Cabinet	Tłıchǫ
8	02/09/13	YK1 Board of Directors	Yellowknife
9	02/20/13	School Planning and Resource Committee (SPAR)	Yellowknife
10	02/21/13	NWT Superintendents	All Regions Represented
11	02/28/13	NWT Curriculum Implementation Committee (NWTIC)	All Regions Represented
12	04/19/13	NWT Superintendents	All Regions Represented
13	04/11/13	NWTTA Executive & Regional Presidents	All Regions Represented
14	04/12/13	GNWT Interdepartmental Partners	Yellowknife
15	04/12/13	12/13 TEP Students & Aurora College Reps	Yellowknife & South Slave,
16	04/30/13	Education Renewal Roundtable	All Regions Represented
17	05/02/13	Regional Student Support Coordinators	All Regions Represented
18	05/02/13	NWT Curriculum Implementation Committee (NWTIC)	All Regions Represented
19	05/15/13	Aurora College Staff, Fort Smith	South Slave
20	05/15/13	Phoenix School Students & Instructor, Fort Smith	South Slave
21	05/15/13	Minister, Chairs & Superintendents	All Regions Represented
22	05/16/13	Aurora College Youth Symposium	Beaufort Delta, Yellowknife, South Slave & Tłıchǫ
23	05/16/13	NWT Superintendents	All Regions Represented
24	05/17/13	Social Envelope DM's (HSS, Housing, MACA, Justice, Exec & HR)	Yellowknife
25	05/30/13	École Alain St-Cyr	Yellowknife
26	06/06/13	Hay River Track & Field Students	All Regions Represented
27	06/10/13	Aurora College Staff, YK	Yellowknife
28	06/11/13	Regional Superintendents, ECD Consultants, CDOs & CSOs	All Regions Represented
29	06/17/13	Dehcho DEC	Dehcho
30	06/27/13	Aboriginal Leaders	All Regions Represented (except Dehcho)

APPENDIX B: Emerging Themes Chart

By consolidating education partner engagement feedback with research and analysis of NWT data, this first phase of the ERI process has led to the following emerging themes, pointing to exciting possible directions for change. **The colour and size of the font indicate the degree of support from partners.*

Colour code indicative of degree of support:

 Support from 8 groups	 4 groups
 7 groups	 3 groups
 6 groups	 2 groups
 5 groups	 1 group

1. **The School-community relationship**
 - **Enabling teachers to develop strong community & cultural understanding**
 - **More community/parent presence in the school**
 - Importance of positive & respectful student-teacher trust relationships
 - Intentional development of safe, positive, & caring school spirit
 - Recognition that all aspects of well-being are embedded in culture
 - Valuing of diversity and of different world views
2. **Creation of a flexible system – structures, time frames...**
 - **Flexible programming for high school students with different pathways to graduation**
 - Revisiting the structure & weight of diploma exams
 - Increased need for career & life planning
 - Need to ensure better transition past high school to post-secondary studies, the work world...
 - Development of modified post-secondary plan for IEP students leaving high school
3. **Personalization of the learning process – student ownership/engagement through choice & autonomy**
 - Development of students' sense of identity/voice/self-worth
 - Development of student resiliency
 - Development of student leadership and mentorship
4. **Investment in our educators**
 - Teacher induction/orientation/mentorship with school & teaching component as well as NWT & community focus
 - Sustained, quality principal mentorship & support
 - Professional development / in-servicing strategy
 - Focus on teacher & principal wellness
 - Adequate workloads for both teachers & principals
 - Ongoing teacher collaboration pairs/teams
 - NWT educator recruitment & retention strategy
 - DEA training to work with principals
 - Need to revisit the training of our educational assistants
 - Shaping Aurora College's Teacher Education Program according to field needs and to internships in small schools
 - University internships in the NWT

5. **Integrated community/interdepartmental services within schools**
 - After school/ evening programs
 - Building capacity by partnering with community leaders to learn the web of connections & resources within the community

6. **Redefining student success in 21st century NWT through a collaborative process**
 - Competency-based curriculum for multi-age groupings based on developmental levels
 - Communication with & education of stakeholders around ideas of student success and good assessment practices
 - Student-driven collaborative inquiry approach to learning
 - Train all K-12 teachers to be literacy teachers
 - Focus on literacy and numeracy (and less on technologies that do not support that objective)
 - Updated teaching resources in small community schools

7. **Making learning relevant through a place-based framework underlying the entire education system – culture, language, history, & natural environment**

8. **Focus on early years (0-5) programming**

9. **Whole child approach - equitable focus on mental, emotional, spiritual, cultural, & physical needs of students - through varied experiences of success, opportunities, and facilitators**
 - More consideration of student needs in designing/organizing physical spaces to increase workspaces & sense of belongingness
 - Increased opportunities for physical activity during the school day

10. **NWT Student & System Assessment Framework**
 - Communication with & education of stakeholders around ideas of good assessment practices
 - Consistency & alignment of assessment practices across NWT
 - NWT-wide assessment in-servicing strategy
 - Facilitating the development of school improvement plans
 - Academic interventions/programs driven by data
 - NWT competency-based assessment model (including common diagnostic tools and report card)
 - NWT systemic assessment tool
 - Reinvigorating the ministerial directive on Student Assessment, Evaluation, & Reporting
 - Teachers assessing as a team

